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ABSTRACT

Founded in 1945 as a non-profit national organization for home economics students in secondary schools, Future Homemakers of America (FHA) provides a framework for youth-planned and -directed activities to enrich the home economics curriculum. It emphasizes cooperation as a means of helping youth grow as individuals and contributing family and society members. Whether operating within the classroom or as a separate entity, FHA chapters conduct activities related to class skills and knowledge. Youth participate at the National Board of Directors and represent the organization at state and national meetings. FHA concerns in leadership development and personal growth are preparation for the student's future dual role of homemaker/wage earner and development of values and relationship skills. Chapter involvement has resulted in individual growth programs, cooperative chapter projects, hands-on experiences, and teen-operated businesses. One member's personal concern with teenage pregnancies developed into the National Peer Education Project. In addition to being active collaboratively within the National Coordinating Council for Vocational Student Organizations structure, FHA has joined with 11 other national groups to form the National Collaboration for Youth. Legislative needs of FHA are recognition by name in the legislation and making vocational education monies available for youth travel. (YLB)

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FUTURE HOMEMAKERS OF AMERICA
PLANNING PAPER
for Consumer and Homemaking Education

Diane Fassett
Director of Public Information
February 24, 1978

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2

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B A C K G R O U N D

In 1917 the first National Vocational Education Act created federally supported, state conducted programs of vocational education which included home economics. This paved the way for the subsequent development of Future Homemakers of America as an integral part of the home economics education program. Future Homemakers of America was founded June 11, 1945 as an incorporated, non-profit national organization for home economics students in secondary schools, both public and private. It was the outgrowth of state and local high school home economics clubs which were known by different names and had no unified program.

Visualizing what could be accomplished if all clubs combined efforts in working together, members of The American Home Economics Association, the Home Economics Education Staff of the U.S. Office of Education and student

representatives of various home economics clubs took the lead in forming the national organization.

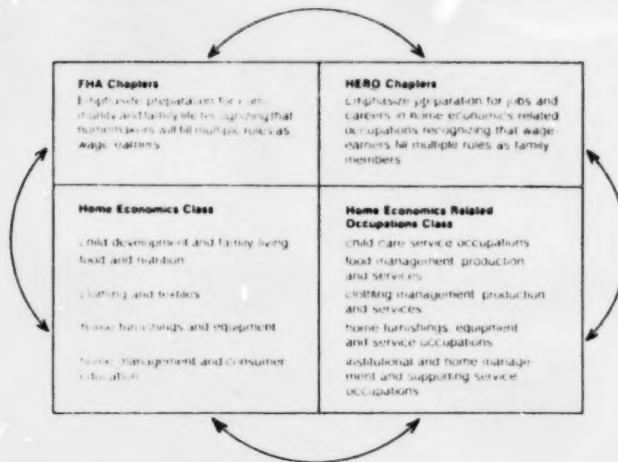
By the end of the first year there were 42 affiliated State Associations, and a national membership of 92,516 in 2,487 local chapters. By the end of the second year, membership had almost doubled. At the present time there are half-a-million members, including 20,000 young men, and affiliated associations in all states including the District of Columbia and Puerto Rico. There are also chapters in the Virgin Islands and in American schools overseas. Chapters are located in most of the major urban centers in the United States as well as throughout rural and suburban areas. While there are no statistics available describing the numerical breakdown of chapters within each state, it would be accurate to state that any school with a home economics program, whether rural or suburban,

may select to offer youth the opportunity to have a chapter of Future Homemakers of America.

During the first year, office space and equipment were provided by the American Home Economics Association. Later Future Homemakers of America national headquarters was housed in the U.S. Office of Education. In 1971 it moved to the fifth floor of the Home Economics building at 2010 Massachusetts Avenue, NW, Washington, D.C. The organization is co-sponsored by the U.S. Office of Education through the Division of Vocational and Technical Education and the American Home Economics Association, though no funding is provided.

Future Homemakers of America was established as an educational organization. Functioning as an integral part of the home economics curriculum, it provides a progressive framework in which youth-planned and youth-directed activities enrich the curriculum.

FUTURE HOMEMAKERS OF AMERICA



Membership in Future Homemakers of America is voluntary. Any student who is taking or has taken home economics or a home economics related occupation class in middle, junior, or senior high school is eligible to join.

Home Economics teachers serve as the chapter advisers and are responsible for coordinating class and chapter experience so that both contribute to the purpose

of the home economics program in vocational education. At the state level, a member of the Home Economics Education Staff in the Division of Vocational Education has responsibility for the program. The national headquarters staff located in Washington, D.C., provides program development, publications, field service, and nationwide visibility for the organization. The official magazine of Future Homemakers of America, TEEN TIMES, is published four times during the school year.

National officers (youth) are elected annually by the membership. Together 14 youth leaders comprise the National Executive Council. The Council is charged with the responsibility of conducting the necessary business of the organization including planning and presiding over the annual National Leadership Meeting, and assisting with program

development. A National Leadership Meeting, and assisting with program development. A National Board of Directors composed of youth and adults directs policy and approves funding for the national headquarters action. At the state level student officers plan and preside over their state meeting, serve on state and local councils, and assist with district and regional meetings. Some officers choose to develop a state wide project in addition to their other duties. This type of involvement is **voluntary and usually motivated by a** strong personal interest in some area. Local officers are responsible for chapter management and supervision of chapter projects.

The overall goal of the organization is: TO HELP YOUTH ASSUME THEIR ROLES

IN SOCIETY THROUGH HOME ECONOMICS EDUCATION IN AREAS OF PERSONAL GROWTH, FAMILY LIFE, VOCATIONAL PREPARATION AND COMMUNITY INVOLVEMENT.

Eight purposes relating to the goal are implemented through chapter projects and activities in relation to organized home economics education instruction in the classroom. These are:

1. To provide opportunities for self-development and preparation for family and community living and *for employment.*
2. To strengthen the function of the family as a basic unit of society.
3. To encourage democracy through cooperative action in the home and community.
4. To encourage individual and group involvement in helping achieve world-

wide brotherhood.

5. To institute programs promoting greater understanding between youth and adults.
6. To provide opportunities for decision making and for assuming responsibility.
7. To become aware of the multiple roles of men and women in today's society.
8. To develop interest in home economics, home economics careers and related occupations.

Future Homemakers of America is self-supporting at the National level. Membership dues provide the major source of income. These are kept at a minimum in order that any student who so desires may be a member.

Federal and state vocational education funds indirectly support the organization since advisers are employees of the state Division of Vocational Education.

Local chapter advisers, however, are home economics teachers who recognize the value of Future Homemakers of America as a method of teaching, and volunteer their time and expertise to the FHA or HERO Chapter. Their dedicated service provides the leadership necessary to make the organization one that is nationally recognized as an essential part of vocational home economics.

Teachers increasingly use the Future Homemakers of America organization structure **as a teaching tool. It is a natural vehicle** for creating an informal learning situation in which students are peer educators who share in the planning and implementation of programs. One type of student who responds very favorably to this kind of involvement is the potential drop-out. Time and again, students who were written off have become involved chapter members and blossomed into

responsible, caring individuals.

Currently a National Urban Project is concerned with expanding and strengthening the organization within targeted urban areas. The objective is an outreach effort to identify and then meet the special needs of urban students and teachers. The ultimate goal is to expand the available opportunities for inner-city youth to actively participate in an organization which bases its programs on their needs and concerns. The cities involved in the project are Philadelphia, Fort Worth, Omaha, Houston, Dallas, Cincinnati, Chicago, Birmingham and Washington, D.C.

A N E N V I R O N M E N T O F C O O P E R A T I O N

Future Homemakers of America emphasizes cooperation as a means to helping young people grow as individuals and as contributing members of their family and society.

Recent research indicates that inappropriate competition which fosters a "win-lose" attitude toward life often has a destructive effect on children and youth.¹ It can damage the cohesive structure of family life and make it difficult to be comfortable and productive in task-oriented, problem-solving groups which form the basis for family, community and business progress.

Cooperative interaction is necessary for individual, family, group and social survival. In fact:

Cooperative interaction with others is essential for the development of trust, self-confidence, goal-setting, personal identity, and cognitive development, which are the foundation for a person's mental health.²

Cooperation creates an environment in Future Homemakers of America that strengthens

¹David W. Johnson and Roger T. Johnson, Learning Together and Alone: Cooperation, Competition and Individualization, (New Jersey: Prentice-Hall, 1975), pp. 39-57.

²Ibid., p. 25.

young men and women's skills of communicating and working together for a common goal. It encourages recognition of the worth of each individual and provides an avenue for each member to succeed and to develop positive self concepts.

P R O G R A M D E V E L O P M E N T

As more and more after-school activities are limited or excluded from the students' educational experiences, Future Homemakers of America has responded to the challenge by *integrating its activities within the actual* classroom. Using the organization's planning processes, projects and activities are interwoven with and developed from the curriculum.

FHA or HERO chapters may operate within the home economics classroom or as a separate entity. However, in either structural setting activities are related to class skills and knowledge. For example, a Home Economics class

in family life may be studying the responsibilities of parenthood. The Home Economics teacher/Future Homemakers of America adviser would use the Impact or Encounter process developed by the National Headquarters staff to help students identify their individual concerns about the responsibilities of parenting. An outgrowth of the identification process might be a chapter project based on the students' concerns. In fact, a slide show depicting the responsibilities of fatherhood was developed by Mark Eckel of Minnesota in 1976, based on the integration of Future Homemakers of America and his home economics classroom curriculum. When fully integrated, the organization's programs more fully support and expand the home economics curriculum, provide an invaluable resource for the teacher and provide unlimited learning experiences for the student.

The role of the Future Homemakers of America

headquarters staff is that of facilitator, catalyst and broker in support of the expressed concerns and planned initiatives of student members. In this respect Future Homemakers is a unique youth organization. Rather than relying upon adults to set priorities and make all key decisions, Future Homemakers of America trusts the capacity of youth to provide effective, responsible leadership. It has faith in the ability of youth to set their own priorities and to take action for goal achievement.

The National Council, for example, is comprised of 14 student officers who meet regularly to plan the agenda for each year's national leadership meeting. The officers then preside over all general sessions and lead student workshops at the National Meeting. Two national officers sit on the National Board

of Directors of Future Homemakers of America with full voting privileges and a cross section of student members are regularly consulted for advice and feedback when the national headquarters staff develops publications and public relations materials. In addition, youth regularly represent the organization at state and national meetings such as Planned Parenthood Conferences, the state and national meetings of other vocational youth groups, the National Coalition for Economic Justice Conference and International Women's Year National Women's Conference.

In addition to designing leadership training processes and workshops for youth, national staff members hold meetings with state and local advisers to assist them in integrating Future Homemakers of America programs into the home economics curriculum. The editors and public information staff share their expertise with members and work with both youth and adults

to help them develop their own communication networks, publications and publicity for chapter activities.

During the past year the National Headquarters Program Staff has worked with state teams to develop the National Recognition Research Project. The purpose of this research is to determine the ways youth prefer to be recognized for their achievements. The research data is currently being analyzed, and the results will be a very useful tool for chapter advisers as they strive to meet the real needs of their students.

The Public Information staff recently developed a series of four Public Service Announcements (PSAs) with the theme "Everyone is a Homemaker." The PSAs were distributed nationally by the headquarters staff and locally by chapter members. The PSAs have been a very useful resource for both members and the general public as they reflect upon and discuss the changing roles of men and

women in our society.

By treating youth as young adults capable of planning and follow through the National Headquarters Staff tries to motivate and encourage advisers, classroom teachers and other adults to support the efforts of student members.

Future Homemakers of America supports the conclusion of researcher Gisela Konopka. She lists several types of opportunity which young people should experience if they are to develop in a healthy manner. They should:

- participate as citizens, as members of a household, as workers, as responsible members of society;
- gain experience in decision making;
- **interact with peers and acquire a sense of belonging;**
- **reflect on self in relation to others** and to discover self by looking outward as well as inward;
- discuss conflicting values and formulate their own value system;
- develop a feeling of accountability in the context of a relationship among equals;
- cultivate a capacity to enjoy life.³

³Gisela Konopka, "Requirements for Healthy Development of Adolescent Youth", Adolescence, Fall 1973, p. 14.

The programs of Future Homemakers of America provide the opportunities which make these experiences possible for students.

The organization's activities provide students an opportunity for hands-on, real life situations to develop leadership qualities, to learn to set priorities and to take responsibility.

Two major program tools help the students plan and implement successful group and individual projects related to home economics skills and knowledge.

- PROGRAM ACTION IMPACT establishes a seven-step planning process designed to enable chapter members to identify their own concerns and the issues about personal growth, family life, community involvement and vocational preparation. They can then use these concerns and issues as the basis for developing projects. The steps are:
 - Identify concerns
 - Look for resources
 - Set goals
 - Decide what needs to be done
 - Complete plan
 - Act on plan
 - Evaluate
- ENCOUNTER, PERSONAL GROWTH THROUGH FUTURE HOMEMAKERS OF AMERICA, provides a framework

supportive of each member's needs, potentials and capabilities. Growth encounters "Toward Knowing Yourself and FHA," and "Involvement in Family, School and Community Life," and "Toward Preparation for Adulthood" begin with these basics:

- Make your own decision to begin
- Set your own goals
- Determine a time commitment realistic for you
- Plan a way to work and to measure what you accomplish

V O C A T I O N A L H O M E E C O N O M I C S

Future Homemakers of America recognizes that the meaning of "homemaker" no longer matches the nostalgic, stereotyped definition of yesteryear. Today, homemaking is a vital part of everyone's daily life. Anyone who is involved in making a home, whether for himself, a loved one or a family, is a homemaker.

As two FHA/HERO members so beautifully stated,

"I am a future homemaker... I think the man's role in the home has been either overlooked or ignored. The home is the central figure of everything. A better understanding of the problems of a home

leads to a better understanding of the world's problems... someday, through a joint effort of each and everyone of us, we'll strengthen the home and make a better life for ourselves and our children."

- Frank Price, Amarillo, Texas
First boy to be elected FHA/HERO
City Council President

"Future Homemakers of America believes homemaking is a valued activity in society and that both young men and women can benefit from preparation for this aspect of their lives. It has always felt that individuals should mold their own lifestyles... not according to a fixed pattern or stereotype. I was shocked to find so many others programmed to traditional male/female stereotypes, without choices."

- Paula Gibson, past National Officer
and only student appointee to the
**President's Commission for the
Observance of International Women's
Year, 1976**

While the work of full time homemakers has not yet been given a dollar value in Gross National Product calculations, no one denies the enormous, concrete contributions made by homemakers in our society.

One major contribution homemakers make to our society is volunteer work in the community. This spirit of volunteerism which supports so many

or our institutions is uniquely American and is respected and admired throughout the world.

The time and energy donated by American homemakers in a volunteer capacity has resulted in accomplishments far too numerous to list. The homemakers also gain invaluable experience in management, fund raising, public speaking and community organization. They become respected community leaders who reach their goals by cooperative team effort. This experience is often the stepping stone to paid employment in the home or in the workplace, as homemakers fluidly move into the role of wage earner.

Future Homemakers of America values volunteer efforts designed to meet community needs. At the same time, an objective of all such chapter projects is to teach the youthful volunteer decision-making, value clarification and leadership skills. In this manner the programs of Future Homemakers of America help students assume their rightful place as active citizens

and community leaders in areas relating to home economics.

Because the traditional roles of men and women are changing so rapidly it is no longer possible to separate the occupations of homemaker and wage earner. Statistics show that 80 percent of all American women will be employed in wage-earning activities at sometime during their life. And a study completed in 1977 indicated that a significant number of men are opting for full time fatherhood.⁴

Today homemaking is defined as an occupation by the vocational education legislation, PL 94-482 (section 150).⁵ Female homemakers are also wage earners and male wage earners are also homemakers. In response to present realities and future needs Future Homemakers of America makes a concerted effort to prepare students for

⁴James Levine, "Who Will Raise the Children? New Options for Fathers (and Mothers)", Baltimore Evening Sun, 9 June 1977.

⁵Memorandum to State Directors of Vocational Education and State Supervisors of Vocational Home Economics Education from Charles H. Buzzell, Acting Deputy Commissioner, Occupational and Adult Education Office of Education, Department of Health, Education and Welfare. Washington, D.C. 8 August 1977.

their dual role of homemaker/wage earner.

In conjunction with this effort Future Homemakers of America recently undertook the previously mentioned national Public Service Announcement (PSA) Campaign to broaden the public image of homemaking. The PSAs expand the definition of homemaker and emphasize the importance of home economics education for all people.

An integral part of the Future Homemakers' process of leadership development and personal growth for the future homemaker/wage earner is an abiding concern **for values.** Through Future Homemakers' programs **youth have** the opportunity to explore and discuss values and to observe how values play a fundamental role in human interaction. Accordingly, Future Homemakers' meetings, workshops and publications seek to stimulate and support value clarification by youth.

Studies show that the inability to succeed

on a job more often stems from poor attitudes, an unwillingness to cooperate with co-workers or a refusal to accept responsibility, than from an actual deficiency in skills performance.⁶ It is equally clear that these attitudes are founded in one's early training, which determines one's personal value system.⁷

If a successful employee must be self-motivated, committed to cooperation and responsible, a strong educational program which instills and reinforces these values is essential. The educational experiences of FHA/HERO members provide the opportunities to develop these relationship skills. Ultimately, such preparation for life is reflected in both the working force and the home. As part of home economics education Future Homemakers of America directs itself to this need.

⁶Douglas Murray McGregor, "The Human Side of Enterprise," in Concepts and Controversy in Organizational Behavior, ed. Walter R. Nord (California: Goodyear Publishing Co., 1972) pp. 56-64

⁷Ibid., p. 88.

P R O J E C T S

Projects initiated and implemented by student members in response to their concerns and interests represent an amazing variety in both range and depth. There are a number which represent widespread generic priorities, such as children, the handicapped, the elderly, the family and the community; youth problems such as teenage pregnancy and school dropouts; preparation for parenting; alcohol and drug abuse, and development of leadership and coping skills.

Chapter involvement may result in an individual growth project. By using the Encounter process, an individual chapter member identifies a particular concern, chooses a private goal, and then designs his or her own plan of action to reach that goal. Check points and evaluations are built into the process to help each student discover more about himself or herself as the project progresses. A unique aspect of the individual growth project is that the student

decides when and if she or he has reached a personal goal. It is a self-directed, self-evaluated process in which the teacher may guide but never grade.

-Kristin Kalberer of Norwin, Pennsylvania, was struck by the loneliness and lack of developmental help for the mentally retarded youth in her school. As her individual growth project, she decided to help retarded youth in her school master some basic social skills. She then chose to expand her work into an area school for special children. Her experience has led her to prepare for a career in special education.

Chapter involvement might also result in a cooperative chapter project:

-Annette Hatton, from Tappanahannock, Virginia, was concerned about becoming her own best resource and encouraging other young women to do the same. As a result she carried out an individual project she titled WOMEN-A RESOURCE FOR TOMORROW.

The project had three parts. For the first section, "Women in Passage", Annette researched women she felt had developed their strengths to the fullest and who had made significant contributions to America's history. Said Annette, "It's important to recognize women's particular traits for leadership. We can learn from their examples."

For part two, she collected case histories of women today who have "untraditional life plans." One is Tappahannock's first women pilot. The other is the community's first woman Episcopalian priest.

The third part of the project, "A FACE LIFT FOR THE FUTURE," was a Public Issues Forum that Annette planned with the help of her chapter and the Essex Junior Women's Club. Open to the public, the forum focused on Equal Rights Amendment pro and cons, drug legislation and child abuse. Chapter members assisted Annette in arranging for the speakers and organizing an extensive publicity campaign.

Annette presented her project in booklet form and with visuals for the Virginia State FHA/HERO Leadership Meeting. She wrote articles for the local newspaper **and the state FHA/HERO newsletter and made several bulletin board displays.**

"I learned a great deal from this project," reports Annette. "It helped me manage time and materials. I found ways to condense a lot of information in an interesting way. I gained poise and self-confidence and learned a lot about myself and other women."

-FHA Chapter members in Nebraska and South Dakota worked with the elderly in institutions and in the community. Emphasis was given to sharing skills

and talents. Institutionalized persons were adopted as "grandparents" and students helped those living in their own homes by lending a hand with difficult physical tasks. Group social events, personal visits, and special services such as running errands were included in project activities. FHA members were delighted with the handicrafts and history they learned from the elderly and the hope and joy they were able to bring their new friends.

So many FHA and HERO Chapters had been serving the elderly or wanted to start doing so, that the January/February 1975 issue of TEEN TIMES featured how to develop, improve and evaluate projects for the elderly. It also reported the results of projects already underway. The Beemer, Nebraska, Chapter concluded that:

"Working with the elderly gave us a positive attitude toward aging. It made us realize how meaningful all of life can be."

Both FHA and HERO chapter activities are extensions of the home economics curriculum which enable students to try their hand at adult living with adult supervision. They prepare to take their place as wage earners and homemakers through

hands-on experience which teaches the value of responsible decision making.

Chapter activities are as diverse as the interests and resources of the people planning them. Projects which grew out of the child care and family life sections of the consumer and homemaking curriculum include these:

- FHA members from Clear Lake, South Dakota, sponsor a babysitting clinic for children ten years of age and older. Those children that attend each of the seven one-hour training sessions and pass a test are given a "Qualified Babysitter" certificate. Their name is added to the FHA chapter **babysitting directory which is distributed to parents.**
- Cumberland Hills School, Allegheny County, Pennsylvania, enrolls students with mental and physical handicaps. Educable students taking home economics courses constitute the local FHA Chapter. They undertake community projects and act as teacher aides for the younger visually handicapped and profoundly retarded students. This helps develop the FHA members' sense of accomplishment and confidence, builds compassion for their less fortunate fellows and

provides excellent job training
as Day Care Center Aides.

The 62 members of the Midwest City
FHA Chapter, Oklahoma, run a Christ-
mas project that doesn't end when
the tree comes down. Four years ago,
with the agreement of the Post Office,
the chapter took on the job of answering
the mail addressed to Santa Claus.
Among the letters each year are
voices like 9-year old Debbie's small
cries for "a blanket"..."some milk and
food"..."and a job for Mom"..."and
Santa, if you have any toys left after
all the other kids, can we have some?"
These kids are the children that the
FHA members seek out. The first year
they found 16 families. The second,
20. The third, 35.

Classroom units concerned with the handi-
capped, nutrition, housing and consumer education
also result in projects like that of Cindy Reedy,
West Virginia State Officer. She produced an
Energy Conservation Packet containing bulletin
board ideas, an environmental game, a transparency
with waste-watcher tips and a series of energy-
saver brochures for distribution throughout her
school.

An outgrowth of classroom emphasis on the
elimination of sex-stereotyping in vocational

home economics was a project developed by FHA members in Ohio. "American Women Revue" was an historical tribute researched and organized by the West Jefferson FHA Chapter. Included in the show were hand-made costumes, displays, and a slide/tape presentation of famous American Women, both traditional and not so traditional. Students built flats for three different scene changes, decorated the auditorium dinner-theater style and spent a month preparing for an extensive publicity campaign.

WFO Chapter members work in Burger

Kings and McDonalds, Holiday Inns and Sheraton Motels. They find employment in Singers and Sears, Roebuck and Company, local nursery schools and day care centers. Others work in nursing homes and hospitals. The list is endless.

Through their classroom activities and chapter experiences the students develop a

sense of responsibility and interpersonal skills. According to James Buoy, a Vice-President of Marriott, employers of HERO chapter members often express their satisfaction with the enthusiasm and mature attitude of the student/worker.⁸

When integration of the Future Homemakers and the Home Economics curriculum occurs both HERO and FHA chapter members have the unique opportunity to take classroom learning and put it into practice.

-In Johnson City Vocational Technical School, Tennessee, a two year Occupational Child Care Program helps prepare youth for the dual role of homemaker/wage earner. Students are enrolled in a child care class one hour a day and work three hours daily in a kindergarten, day care center, church nursery or recreation center. Students are paid for their work.

Activities of this school's HERO chapter are planned during class time. Students brainstorm and develop projects focused on the needs of the children with whom they work.

⁸Comments made to the Illinois FHA/HERO State Leadership Conference by James Buoy. Springfield, Illinois, 29 April 1977.

Understanding oneself is another big concern of the chapter. The school psychologist and school guidance counselor have been called in as resource people to discuss the handling of personal problems.

In keeping with Future Homemakers of America concept of "learning by doing," a great many HERO members have established successful teen-operated businesses. Included are boutiques, T-shirt manufacturing, catering, breakfast shops, pizzerias, handkerchief manufacturing, baking, dressmaking, quilting and garment repair. Funds for HERO Chapter projects and for scholarships have been earned from such enterprises.

One of the most ingenious businesses is the Soda Shop and Mexican Restaurant operated by the HERO members at the Boettcher School for the Physically Handicapped in Denver, Colorado. They serve fellow students, faculty and the public. Results have been a growing sense of independence and self-confidence and the acquisition of saleable skills by the students.

Other examples which exhibit home economics

related occupation class skills and knowledge
include:

- The food service students of Massanutten Vocational Technical Center, Harrisonburg, Virginia, transformed a 125-pound pumpkin into 136 pumpkin pies as a money-making project for the Broadway Emergency Squad. The students involved a trainable mentally retarded class by having them help cut and clean the pumpkin.
- Bill Baker, HERO member from Highland High School, Albuquerque, New Mexico, started his own car upholstery business. "Last year my automobile class got cancelled mid-term, so I had to fill the time-slot with something else. The only class left was interior design." Bill learned that he could take up upholstery and he literally got hooked. "I discovered that I really liked upholstery work and found a lot of people willing to pay for my services." *It took Bill over a year of skill training under the direction of an adviser. He* had new terms to learn, machinery to master, and the world of textiles to discover. He had to learn how to apply math and art principles and develop an eye for design.
Bill is still working out a system of service charges. So far, he's gotten customers by word of mouth, but he soon plans to get calling cards and advertise in the local paper.
- The Spring Branch HERO Chapter, Houston, Texas, runs a County Store for a money-raiser. Members keep it stocked with homemade cookies, candies, jams, pickles and patchwork items.

-The Bottineau North Dakota Chapter organized an Alcoholic Awareness Week at their school which was open to the public. Three months preparation went into planning informative daily events, including a film festival and a school assembly that featured a recovering alcoholic as speaker.

The highlight of the week was a clever take-off of the popular TV show, "Hollywood Squares." The six different panel members included a counselor, a recovering alcoholic, a mother of an alcoholic, the wife of an alcoholic and two children of alcoholics. The people were real; there was no role playing.

Chapter members researched and wrote the questions on all aspects of alcoholism. Although the topic was serious, the Master of Ceremonies presented the questions in a lively and humorous manner. It was an entertaining way to educate. The chapter was awarded \$2,500 by the North Dakota Alcoholism Foundation for this outstanding project.

Through their chapter experiences members learn to make decisions, accept responsibility for their actions and clarify their own personal values and goals. These values, developed and strengthened through FHA/HERO membership, are

directly transferable to the labor market. Increasingly, business, industry and labor are seeking the assistance of vocational education to solve their manpower needs. Future Homemakers of America is very proud of its contribution to the development of effective employees and satisfied employers.

NATIONAL PEER EDUCATION PROJECT

A national project grew out of one member's personal concern with the alarming number of pregnancies either experienced or caused by members of her senior class. Sherrill Koski of Iron, Minnesota wrote to her local March of Dimes chapter asking for resources. For her chapter project she then developed a slide

show about teenage sexuality and pregnancy. The contents so impressed The National Foundation March of Dimes that they offered to reproduce it for national distribution. The result is an ongoing, two year old joint project of Future Homemakers of America and the National Foundation March of Dimes.

"Healthy Babies: Chance or Choice," is the national peer education project with the goal of "a healthier next generation". Put simply, peer education is teen talking, sharing, listening and relating to other teens about the responsibilities of parenthood and the lives they may someday create.

The project began in 1975 when forty high school students from 20 states and their FHA/HERO adult advisers met with specialists in Colorado for an intensive four-day workshop. The program included discussions about genetics, proper diet, legal rights of children, the

dangerous effects of drug abuse and the high risk of teenage pregnancies. Leading the sessions were an obstetrician, pediatrician, neonatologist, psychiatrist, judge and nutritionist. The students had the opportunity to talk with teenage mothers, handicapped children and parents of children with birth defects. Field trips were taken to an intensive care nursery and a school for the physically handicapped in Denver, Colorado. One day of the workshop was spent exploring a variety of exciting ways to communicate their newly acquired knowledge with *their peers.*

Armed with a volume of information, teaching tools and communication skills, the participants headed back to their states to begin two-year team projects. Although all the projects were to focus on insuring children a healthy start in life, each has taken a slightly different twist. Many state teams are tackling the problem of teenage pregnancy. Other topics include the rights and responsibilities of fathers, the

effect of drugs and diet on the unborn, fetal alcohol syndrom, genetic counseling and venereal diseases.

Today 300 students in 48 state teams have been trained in similar workshops. It is estimated that two million people have been reached with the peer education project to date. The January/February issue of TEEN TIMES focused on Teen-aged Parenting as an outgrowth of this project. State teams have created many effective projects:

- In the District of Columbia, Loretta Livingston and Vernon Wright held over 40 Parenting Workshops. Films, puppet shows and photo displays were developed by the students to highlight the workshops which were attended by an average of 1000 students each - a total of 40,000 teenagers.
- Anne Willette, Minnesota, launched a two year awareness project on the use and abuse of alcohol. Part of the project is a slide presentation she developed on "Fetal Alcohol Syndrome," a mental and physical disorder that inflicts as many as 43% of the babies born to alcoholic mothers. The Project will be available on a loan basis from March of Dimes.
- Over 3,000 people have seen the slide/tape production, "Fathering: Rights & Responsibilities" written and produced

by Mark Eckel, Minnesota.

-Shirley Jones and Loretta Poller, Indiana, have "aired" their thoughts on teenage pregnancy - Loretta on radio and Shirley on TV. Off the air, Shirley uses transparencies, poster-puzzles, clothesline-displays and mobiles as audience teasers.

-Marge O'Donnell, Minnesota, helped coordinate a school program on "Sexual Responsibility." She stresses the high risk of teenage pregnancy.

-In New Mexico, nearly 3,000 students from three area high schools attended the Youth Symposium on Parenting that Mary Armendariz helped organize.

-Brenda Lingard, New York City, has shared her concern about the effects of nutrition and drugs on the unborn through a "Healthy Snack Fair."

Members of the Healthy Babies teams summed up their experiences this way:

"The feeling of usefulness and sensation of purpose makes the hard work worth it"

- Leahne Beeman, Quitman, MS

"I've run into some rather narrow-minded Victorian adults. But the students appreciate the message and they're the ones I'm concerned about."

- Tammy Armitage, Kendreck, ID

"I think if you try to entertain students and at the same time tease their curiosity you can really get the message across."

- Mark Eckel, MN

"As I give presentations on teen pregnancy, I realize how important it is to really know yourself."

- Patty Blankenship, Bolivar, MO

The Healthy Babies Project continues to grow. Past projects are now being evaluated and plans for future activities are on the drawing board. An evaluation report by the Future Homemakers of America Project Coordinator Jill Shestokas, herself a young adult and former FHA/HERO member, will be ready for distribution in 1978.

COORDINATION AMONG YOUTH ORGANIZATIONS

The question is often raised as to how 4-H and Future Homemakers of America differ in focus and audience. Future Homemakers of America emphasizes family life education and individual growth within the framework of the home economics curriculum. 4-H is a part of the Home Extension program sponsored by the Department of Agriculture. 4-H places greater

emphasis on specific skills such as cooking and sewing than Future Homemakers does, and Future Homemakers of America places greater emphasis on the processes of decision-making and leadership skills than 4-H does. The membership of both organizations sometimes overlap and while activities differ they do supplement each other.

Advisers of FHA/HERO Chapters are certified home economics teachers. The local adult leaders of 4-H Clubs are volunteer people usually trained by state and regional Home Extension personnel in the *home economics field*.

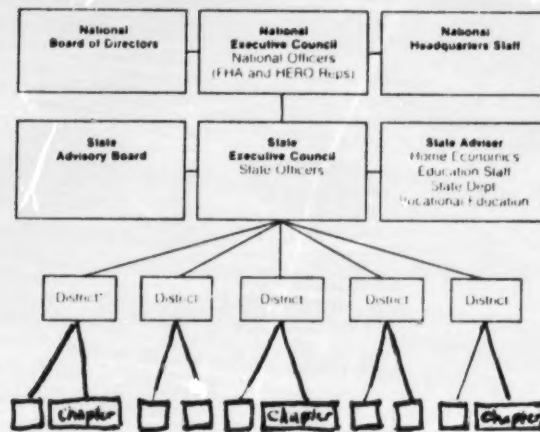
FHA/HERO Chapters are an integral part of the home economics class and the secondary school program. FHA/HERO activities are based on the broad concepts of value clarification, decision making, leadership development and individual growth. There is a strong emphasis on peer education. All project activities support and expand upon the

established home economics curriculum. By contrast 4-H works toward developing individual skills in a club atmosphere as a community based organization. Both organizations meet the needs of today's youth. The programs are complementary but seldom overlap.

In 1970 the National Coordinating Council for Vocational Student Organizations (NCCVSO) was formed, consisting of the Executive Directors of the six vocational student organizations; representatives of the Division of Vocational Education, representing the six subject areas comparable to those of the vocational student organizations; and representatives from the State Directors Association, the American Vocational Association, the National Advisory Council for Vocational Education and the White House.

This Council was formed for the purpose of sharing information and determining ways of working together to strengthen the student organizations as a part of vocational education. It gives visibility to vocational education

The organization is set up on three levels--local, state and national. The local chapter is the basic unit of the organization.



There are two kinds of chapters.

Future Homemakers of America (FHA) chapters are for students in classes which place major emphasis on consumer education, homemaking and family life education com-

bined with exploration of jobs and careers. It is recognized that homemakers fill multiple roles including that of wage earner.

Home Economics Related Occupations (HERO) chapters are for students in classes which place major emphasis on preparation for jobs and careers with recognition that workers also fill multiple roles including that of homemaker.

HERO chapters were formed as a result of the 1968 Amendments to the second National Vocational Education Act which expanded funding to include home economics occupational programs. Both types of chapters provide guidance and encouragement for students to develop leadership skills and to take their place as active members of their communities.

and to the accomplishments of the member organizations.

In addition to being active in a collaborative way within the NCCVSO structure, Future Homemakers of America has joined together with 11 other national groups to form the National Collaboration for Youth. This group includes the following organizations: Future Homemakers of America, Boy's Club of America; Boy Scouts of America; Camp Fire Girls; 4-H Youth Programs; Girls Clubs of America; Girls Scouts of the U.S.A.; National Federation on Settlements and Neighborhood Centers; Red Cross Youth Service Programs; National Board of YMCA's and National Board of the YWCA. The members of this collaboration work together to keep informed of legislation affecting youth and to determine their role in preparing young people to meet the demands of society. They also work with other agencies and organizations on such issues as child abuse,

teenage pregnancy, juvenile delinquency and justice, and employment of youth.

In the areas of juvenile justice and youth employment there has been a specific effort to integrate and coordinate the involvement of the eleven youth groups. There will be a continuing effort to share and coordinate future issues which affect children and youth.

The work of the National Collaboration for Youth has begun to sift down to local planning units. For example, the conference held on youth employment and juvenile justice involved *state and local representatives from each* organization. The Collaboration was also instrumental in establishing collaborative units at the local level in some urban areas.

While all youth servicing organizations have areas in common they each play a unique role in society. No one group can prepare, all youth for leadership roles or specific

life goals. Any overlapping which occurs between youth groups is positive in nature since it reinforces the vital work done by each organization. The different approaches youth groups make in response to the diverse needs of young people today are very exciting. In fact, the thrill of vocational education and the vocational student organizations is the diversity they provide. Perhaps most important, the many support systems they are able to form make possible a broader educational base than any one system alone could ever provide.

It takes many forces working independently and together to help prepare our young people for life functions.

Two such forces which help organizations prepare youth for the future are parents and community agencies. Future Homemakers of America has always had parents involved at the state and local levels. Chapter parents are particularly common in the central and southern

regions. Since the early 1950's the national staff of Future Homemakers of America has prepared publications to assist chapters develop effective parent involvement. And in 1976 a National Parent Advisory Committee was established to work with the National Staff of Future Homemakers of America to develop more and better ways to involve parents at all levels of the organization. Statistics vary, but it would be accurate to generalize that 70-85% of FHA and HERO chapters involve parents in some way.

The number and type of community agencies which cooperate with local chapters and state associations is immense. National Foundation March of Dimes, Altrusa, PTA, church groups, Kiwanis, and business and professional women's organizations are but a few of the groups which support Future Homemakers of America in unlimited ways.

LEGISLATIVE NEEDS

For nearly half a century Vocational Student Organizations have played an important role in Vocational Education. Starting with the Future Farmers of America in 1928, continuing with the Future Homemakers of America in 1945, and followed by Distributive Education Clubs of America, Future Business Leaders of America, Vocational Industrial Clubs of America and the Office Education Association, the six Vocational Student Organizations reach more than 2½ million students each year and are a viable force in Vocational Education.

Since only the Future Farmers has been a *part of any legislation the other Vocational* Student Organizations have often had to struggle both to find their place in Vocational Education and to adequately fund their programs. Many educators have not understood the role of the informal but goal oriented programs provided through these groups and little if any emphasis on interpreting these organizations as methods of teaching has been given at the in-service teacher

preparation level. Within the last decade these student organizations have made tremendous strides in convincing the vocational public and others that they too help educate--and in a unique way. Much remains to be done.

As a result of providing themselves educational tools in the process of Vocational Education, the American Vocational Association passed resolutions in 1974 and 1975 in support of these youth groups. Even more important the U.S. Office of Education issued the Policy of the United States Office of Education for Vocational Education Student organizations in 1974 and 1977.

For the first time in history the Vocational Student Organizations were introduced as a part of the Vocational Education legislation in H.R. 3037. However, the names of the organizations were then edited from the legislation. Since each of the organizations is unique within itself and is an integral part of a specific area of Vocational Education it is important that each

of the following groups be specifically recognized in the legislation:

Distributive Education Clubs of America;

Future Business Leaders of America;

Future Farmers of America;

Office Education Association;

Vocational Industrial Clubs of America;

From the viewpoint of the student organizations they should be included by name for these reasons:

1. There are only six National Vocational Student Organizations that function as an integral part of the vocational education program. (Provisions can be made in the legislation to include the new groups which are now in the process of forming)
2. The Policy Statement of the U.S. office of Education issued on September 1977 identifies the vocational organizations by name. Thus to include them by name in the legislation would be in keeping with this Policy.
3. It provides recognition of these youth groups as important educational tools that function as a part of vocational education.

There is also a need to include youth on national decision-making bodies. At present the

legislation does not provide for the participation of Vocational Student Organizations on national and state advisory boards. We hope this important inclusion will not be overlooked in future legislation.

At the National level Future Homemakers of America has no interest in receiving federal monies per se. It would like to see Section 120 (basic grants) of Public Law 94-482 changed to make the use of funds possible at the state and local level as provided through state plans. Specifically, at the present time funds may not be used for student travel. This particular *section should be amended to allow money for* students to travel to their organization's state and national meetings. These meetings are educational in nature and participation gives students decision making and leadership experience. Without travel money this invaluable exposure is denied the majority of vocational students; a denial both unjust

and regrettable.

A change in section 120 of the law would benefit students in all youth organizations. For many years it has been obvious that experiences at state and national meetings have been a prime motivating factor for our members. Once exposed to their own potentials for leadership and individual achievement, students' participation and accomplishments within Future Homemakers of America increases enormously. And it is involvement in the state and national meetings which gives youth this exposure.

We believe that data collected from a survey of student leaders within the various youth organizations would support our hypothesis that involvement with state and national meetings motivated them to higher achievement within their organization. Such data would undoubtedly illuminate the need for travel funds for increased student attendance at such meetings.

Future Homemakers of America would also like

to encourage the continuance of money made available for state supervisory staffs to direct the state student organizations.

Home Economics has been the forerunner in family life education since 1918. Of course, family life education means consumer education, foods and nutrition, child care and development, parenthood education, family and community concerns and relations, management, family health (including care for handicapped children and the elderly) and a host of other areas that families deal with. As the youth ~~organizations~~ which functions as an integral part of home economics education curriculum, Future Homemakers of America has a great impact upon family life and the solving of social problems. Since 1945 the organization has flourished and has proven an effective means of promoting and strengthening vocational home economics education.

To date Future Homemakers of America reaches

only 16% of the three million home economics students in secondary schools.⁹ The exciting, growth filled opportunities these chapter members have available to them should be made available to all home economics students. That expansion requires money and a broader recognition of Future Homemakers of America's goals and activities in relation to vocational home economics.

Future Homemakers of America, along with the other vocational student organizations, should be specifically named in future vocational education legislation. That simple action **would help insure** and support the recognition **the organization deserves.**

State vocational education monies should be made available for youth travel when that is necessary for the development of youth leadership. If we cannot arrange for students to attend leadership workshops, to speak at conferences and be active members of appropriate

⁹U.S., Department of Labor Statistics, 1975 and Future Homemakers of America's statistics, 1976.

panels and commissions we are denying them the very hands-on experience they need to develop responsible attitudes and leadership skills. We all know that people learn only by doing. Without money available for student travel youth are denied essential experiences.

Future Homemakers of America methods of achieving its goals are based upon the integration of its programs and projects with home economics classroom experience and coverage; trust in the capacity of youth to provide effective, responsible leadership; faith in the ability of youth to set its own priorities and take action for goal achievement; and fidelity to the proven value of peer education.

Future Homemakers of America's philosophy, processes, educational resource materials for teachers and students, and insistence upon youth involvement at every level of the organization make it especially unique among vocational youth organizations.

At its own request, the National Head-

quarters staff of Future Homemakers of America was evaluated by the American Society of Association Executives (ASAE) in 1976. The primary purposes of the study were to review the organizational structure and objectives, the effectiveness of major programs, the adequacy and capability of the staff, present and potential sources of income and opportunities for future development. There were 38 specific recommendations made in four areas: Organization and Purposes, Program, Staff and Finances. To date, 33 of the recommendations have been acted upon. Of the remaining five recommendations two suggest an increase in personnel. Currently this is not possible due to limited finances. While recommending a search for new funding to facilitate improved training and involvement opportunities for youth, advisers and parents, the Evaluation Report concluded:

Members of the ASEA Evaluation Team are unanimous in their belief that the Future Homemakers of America is a superior organization.

FHA is founded on the strong mission of youth development. It has an ambitious and progressive program and its leaders are sensitive to the needs of young people and to issues that concern youth. Its staff is skilled and highly motivated. It has the support of educators, parents and a host of related organizations.

Future Homemakers of America is too good an opportunity to miss. As one past member and recent college graduate said, "I feel my Future Homemakers of America experiences have been more valuable than my degree or academic honors."

The family is the most important unit of society and a place where much training for life takes place--good or bad. With an increasingly complex society education for family life is too important to be left to chance. Vocational Home Economics plays a vital role in educating young men and women to be productive members of their family and society.

Future Homemakers of America is a strong

link in tying vocational home economics education to the individual, the family, the school, the great variety of community organizations and the greater world society. It is a viable force, and legislation is the vehicle that will provide the thrust necessary to expand this vital area of Vocational Education.